

Feb 1945

THE

DANA HALL

BULLETIN



FEBRUARY 1945

WELLESLEY

MASSACHUSETTS



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THE DANA HALL SCHOOLS

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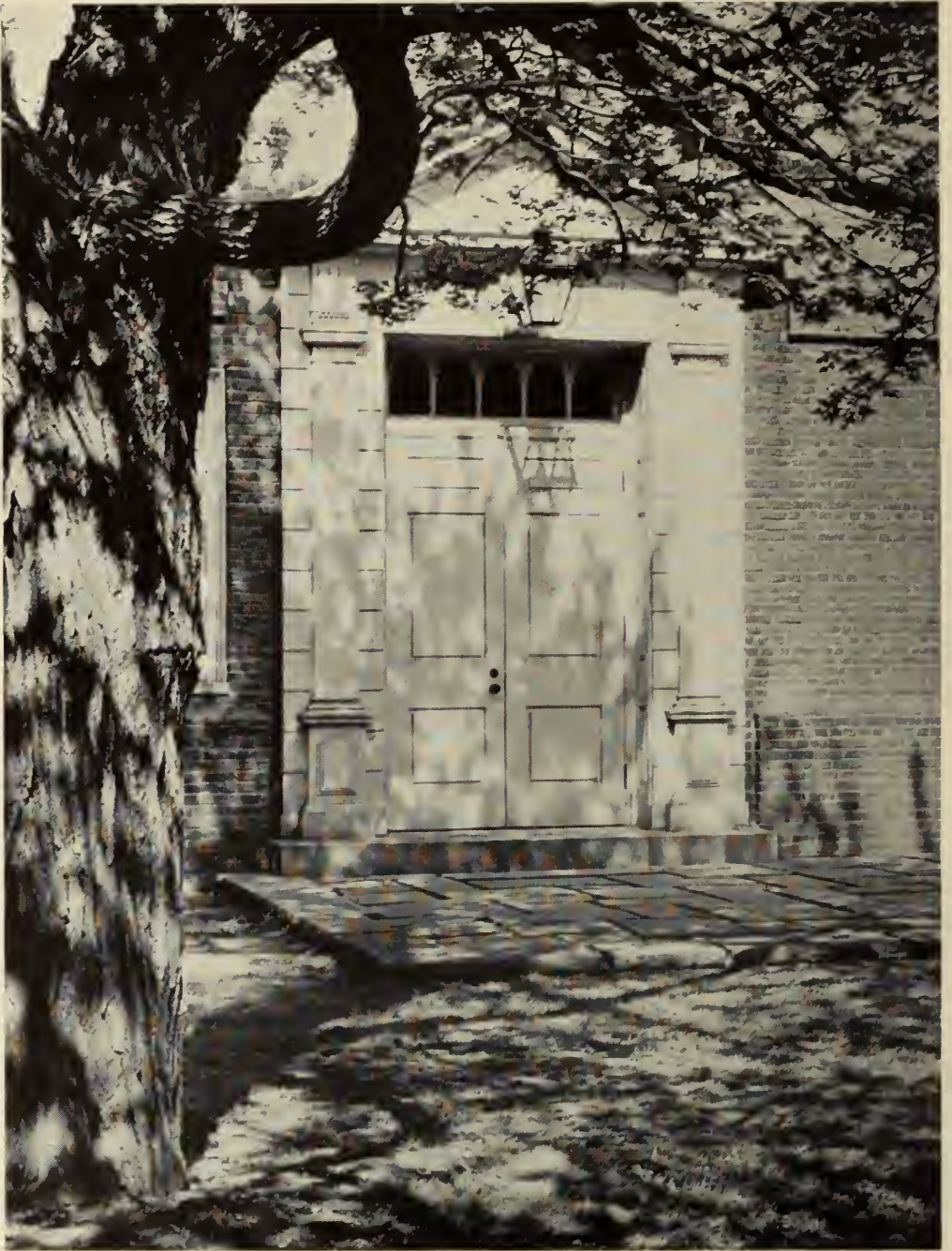
TENACRE

MRS. MARJORIE DAVISON SHARP

Principal



THE BROOK PATH



BARDWELL AUDITORIUM

DANA HALL

FOUNDED IN 1881

Sixty-fifth Year

1945-1946

THE DANA HALL BULLETIN

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WELLESLEY, MASSACHUSETTS

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Dana Hall

HISTORY

IN 1881, Mr. Henry F. Durant, founder of Wellesley College, persuaded Miss Sarah Porter Eastman, of the Wellesley College faculty, and her sister, Miss Julia Eastman, to assume the leadership of a school that would prepare for college work. Mr. Charles B. Dana presented a large house for the new school and Dana Hall took its name from this generous benefactor. Katharine Lee Bates and Edith Tufts were among the teachers associated with the Misses Eastman in the early days of the school.

In 1899, Dana Hall was acquired by Miss Helen Temple Cooke, and has grown to its present size under her guidance and direction. A general course of study has been added for girls who do not wish to prepare for college. Two additional schools have been established: Tenacre, for younger girls, and Pine Manor Junior College.

LOCATION

Dana Hall is located in Wellesley, Massachusetts, only half an hour from the city of Boston. Not only is it able to offer its students all the varied opportunities of a large city, but through the generosity of Wellesley College it is permitted to share the cultural privileges offered by a New England college. Trips are made in the spring and fall to nearby places of historical interest, and frequent opportunity is given to attend the many fine concerts at Symphony Hall in Boston. The Boston Museum of Fine Arts, the Isabella Stewart Gardner Museum, and the Worcester Art Museum have all been visited in the past year.

The school campus consists of more than one hundred acres, located not far from the center of the town. The equipment includes, besides the residence houses and school building, a beautiful auditorium, an art studio, a modern, well-equipped gymnasium, tennis courts, a hockey field, and an outdoor riding ring. The school values the privilege of using the Wellesley College golf course and of skating on the college lake.

EDUCATIONAL PROGRAM

Dana Hall was founded for the purpose of educating young women to meet intelligently and happily the responsibilities which would come to them as citizens of a great democracy. The mind was to be disciplined, the spirit nurtured, and the body strengthened by the best procedures then known. A way of life was to be practiced which emphasized simplicity, cooperation, and usefulness. In the passage of time, violent changes have taken place in our democracy and in the world. The simple, democratic way of life at Dana Hall has, however, continued without interruption, preparing hundreds of girls for intelligent citizenship and effective leadership in their communities.

Therefore in the present world crisis relatively few changes are needed at Dana Hall either in the curriculum or in the social point of view. The majority of the students are continuing their preparation for college, but with a quickened sense of their potential usefulness; and hence keener interest in the choice of a vocation. Of those not interested in college, some are asking how best to prepare in as short a time as possible for occupations that will enable them to help in national defense; others are looking ahead to serious work in music or in art and are laying the ground work now.

Although it is inevitable that the war will change the content of certain subjects, particularly the natural and the social sciences, Dana Hall feels that there can be no "acceleration" in a secondary school program. Health must be safeguarded; future competency demands present thoroughness in acquiring fundamental knowledge and skills; and successful college work depends upon a degree of maturity that one does not find in girls under sixteen years of age. The courses of study offer everyone the elements vital to an understanding of democratic citizenship and its responsibilities. With the other independent schools of the country, Dana Hall is facing and accepting the challenge of these critical times, in placing before its students every opportunity to prepare successfully for the tasks of reconstruction that may fall to their lot later on, and to face the future with enthusiasm and courage.

HOME LIFE

In order to combine the friendly informality of a small school with the efficiency of a large one, Dana Hall girls live in groups of from ten to twenty, with a housemother and an assistant for each group. The housemother watches over the interests of the girls and helps them to make an adjustment to boarding school life. She also directs them in the more intimate matters of home life, training them in punctuality and in neat and orderly habits in their rooms and in their dress. For meals, chapel, and sports, the students unite in larger groups.

There are both single and double rooms. The houses are simply but adequately furnished, and the students are not permitted to refurnish their rooms. The school provides all bed and table linen.

STANDARDS OF LIFE

The student's attitude toward the community and her maintenance of the ideals of the school are regarded as of equal importance with academic success. The student is surrounded only by such restraints as are indispensable for good mental work. The school government is designed to establish relations of mutual courtesy and honor between teachers and students. It has been found that where self-respect and control on the part of the student are assumed, reasonable regulations seldom fail to secure a careful observance. At the beginning of the year, detailed explanation of the traditions and regulations of Dana Hall is made to all students. Cooperation on the part of the parents who place their daughters in Dana Hall is absolutely essential for the maintenance of the school standards. Dismissal takes place only when a student proves to be a detriment to the community. The school reserves the right to dismiss any student under such circumstances.

As in most colleges and independent schools during the war, all Dana Hall students share in the household duties. Girls assist in the dining room and take complete care of their own rooms. From time to time they have volunteered generously when emergencies have arisen. The actual time spent on these tasks is small, but as the cooperative work program reveals yet another phase of community responsibility it offers recognized values

to those who participate. The fine spirit shown by the students is a source of great satisfaction.

RELIGIOUS INSTRUCTION

There is a brief daily chapel service for the entire school, a weekly class in Bible, and an evening discussion period once a month led by Dr. Theodore P. Ferris, rector of Trinity Church, Boston. Attendance at church on Sunday is required of all resident students, the selection of the church being left to the parent. Students may attend the Wellesley College Chapel where distinguished visiting clergymen preach each Sunday.

SCHOOL ORGANIZATIONS

Student Government Association

Every student is a member of the Student Government Association. The purpose of this association is to promote the highest standards of honor and integrity in all matters of personal conduct, and to encourage active cooperation in maintaining good government. The Student Council, a representative group of girls elected by the student body, meets regularly to deal with matters concerning the welfare of the school.

Athletic Association

The Athletic Association arranges all sports, inter-class and inter-school games, organizes field days, and awards trophies and numerals for distinction in athletics. Under the auspices of the Athletic Association are the Riding Club and the Outing Club. The Riding Club activities include treasure hunts, breakfast and supper rides, and sleigh rides. Advanced riders are given the opportunity of hunting with some of the hunt clubs in the vicinity. The Outing Club plans long walks and out-of-door picnics, and sponsors the mid-winter sports week-end in New Hampshire.

Christian Service League

The Service League unites the student body in raising funds for various philanthropic works. The interests are widespread. In order that Dana

Hall girls may have a real understanding of the use of the Service League funds, "Come and See" tours are sponsored so that students may visit the institutions to which they have voted support. In this way, each girl shares in the activities and interests of the League and becomes aware of the significance of her own contributions.

Departmental Clubs.

In addition to these all-student activities, each girl is eligible to membership in two other student organizations. These include the Art group, the French and Spanish Clubs, the World Affairs Club, the Dramatic Club, the Music Club, and the Writers' Club. Each has its own officers and a program designed to stimulate interest in valuable extra-curricular activities.

NON-RESIDENT STUDENTS

Non-resident students are cordially welcomed at Dana Hall. In order to be an integral part of the student life, they are expected to attend morning chapel, to have luncheon at the school, and to wear the school uniform. They are eligible for membership in all student organizations, and are urged to participate as far as possible in all phases of Dana Hall life. It is especially desired that non-resident students return to school for week-end activities. There is a faculty adviser for this group who is available for conferences at any time during the school day.

ALUMNAE REPRESENTATION IN COLLEGE

College enrollment records in 1944 show that one hundred and thirty-three recent Dana Hall graduates have entered seven of the major colleges for women: forty are now enrolled at Smith, thirty-seven at Wellesley, twenty at Vassar, thirteen at Mount Holyoke, eleven at Wheaton, seven at Radcliffe, and five at Bryn Mawr.

One hundred and sixty graduates are scattered among other colleges and universities. These include Bennington, Connecticut, Goucher, Hollins, Mills, Pembroke, Sarah Lawrence, Simmons, Skidmore, Swarthmore, Sweet Briar, Western, and Wheelock colleges; Chicago, Cornell, Michigan, Stanford, and Wisconsin universities; and the Massachusetts Institute of Technology.

Junior colleges and vocational schools have been selected by a hundred graduates interested in being trained along specific lines. Among these institutions are Bennett, Bradford, Briarcliff, Colby, Finch, and Pine Manor junior colleges; Boston School of Occupational Therapy, Garland School of Homemaking, Katharine Gibbs Secretarial School, Nursery Training School of Boston, and Rhode Island School of Design.

THE CUM LAUDE SOCIETY

Since the establishment of a chapter of The Cum Laude Society at Dana Hall in 1940, twenty-seven seniors, outstanding in their scholarship and in their citizenship, have been elected as members: Mary Louise Bonbright, Helene Leshner, Grace Li-en Lew, Joan Rothwell, Katharine Wilson, Joan Wilson, and Elizabeth Wortley who enrolled at Smith; Marion Estabrook, Elizabeth Davis, Norma Jean Edgehill, Anne Henry, Margaret McLean at Bryn Mawr; Carolyn Moore at Wellesley; Patricia Cody, Blythe Morley, Ruthevelyn Pim, Mary Sharp at Vassar; Helen Bacon and Margaret Ford at Radcliffe; Janet Giese at Connecticut; Roberta Kohlberg at Massachusetts Institute of Technology; Katherine Wood at Swarthmore; Alma Jackvony at Pembroke; and Joy Sleeper at the University of Rochester.

ADMISSION OF STUDENTS

Application for Admission. Application for admission should be made to the Registrar as early in the year as possible. A blank for making formal application will be sent on request. This should be accompanied by a photograph of the applicant and the registration fee of \$10.

Entrance Requirements. A statement from the principal of the school last attended, testifying both to the character and to the scholarship of the applicant is a requirement for admission. Classification tests are given to facilitate the planning of a program which most adequately serves the needs of each individual student.

Program of Studies

DANA HALL offers three separate courses: College Preparatory, General, and Music, a detailed analysis of which will be found later in the catalogue. Instruction in Bible, Current Events, and Choral Singing is provided for all students.

The College Preparatory Course is designed to prepare students for admission to college either by certificate or by any one of the plans formulated by the various colleges for women. Between the years 1921 and 1944, approximately fifteen hundred girls have been admitted from this course to over one hundred different colleges and universities.

The General Course has been developed for girls who are not primarily interested in preparing specifically for a four-year college, but who, nevertheless, are seeking a sound and liberal education. In the languages, emphasis is laid on reading and conversation; and in the sciences, on broad, general principles rather than on detailed analysis. The cultural subjects open for election in this course such as Music Appreciation, Studio Art, and Applied Music have given the basic training for some interesting careers. Students who plan their programs with a definite vocational objective in mind may be accepted by schools of nursing, physical education, secretarial science, home economics, and child-training.

The Music Course offers an unusual opportunity for girls who wish to make a serious study of music. Sequential courses in theoretical and applied music may be elected for diploma credit.

In addition to these there is a one-year *Sub-Collegiate Course* designed for graduates of high schools who wish additional preparation for entrance to college or professional schools. These students have their own social regulations and live together in a group under their own director.

COLLEGE PREPARATORY COURSE

Minimum requirements for the Dana Hall diploma 16 Units
(*Note:* A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 12 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 4 Units chosen from:
(*Note:* At least two units are required in FRENCH
any one language.) GERMAN
LATIN
SPANISH
3. ALGEBRA* 2 Units
4. PLANE GEOMETRY 1 Unit
5. HISTORY 1 Unit chosen from:
AMERICAN
ANCIENT
MODERN EUROPEAN

B. Electives 4 Units

(Including any subject not elected from groups A2 or A5 to
fulfill requirements.)

1. ART
2. MATHEMATICS
SOLID GEOMETRY AND TRIGONOMETRY
3. MUSIC
APPRECIATION OF MUSIC
FUNDAMENTALS OF MUSIC
HARMONY (in combination with APPLIED MUSIC)
APPLIED MUSIC
4. PROBLEMS OF DEMOCRACY
5. SCIENCE
BIOLOGY
PHYSICS
6. PSYCHOLOGY

Note: Each student's program is planned to meet the specific requirements of the college of her choice. No student will be permitted, for the sake of shortening the time of preparation for college, to carry too heavy a program.

*By special permission the second unit in ALGEBRA may be replaced by a unit of SCIENCE.

GENERAL COURSE

Minimum requirements for the Dana Hall diploma 16 Units

(Note: A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 10 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 2 Units chosen from:

(Note: at least two units are required in any one language. See note below under Electives.)

FRENCH
GERMAN
LATIN
SPANISH
3. MATHEMATICS 2 Units
4. HISTORY 1 Unit chosen from:

AMERICAN
ANCIENT
MEDIEVAL EUROPEAN
MODERN EUROPEAN
PROBLEMS OF DEMOCRACY
5. SCIENCE 1 Unit chosen from:

BIOLOGY
GENERAL SCIENCE
PHYSICS
PSYCHOLOGY

B. Electives 6 Units

(Including any subject not elected from groups A2, A4, or A5 to fulfill requirements.)

1. ART
2. CLOTHING AND TEXTILES
3. LANGUAGE

A single unit of Latin will be credited toward the total units required for graduation; but no credit will be given for a single unit of a modern language.
4. MATHEMATICS

INTERMEDIATE ALGEBRA
PRACTICAL MATHEMATICS
SOLID GEOMETRY and TRIGONOMETRY
5. MUSIC

APPRECIATION OF MUSIC
FUNDAMENTALS OF MUSIC
HARMONY (in combination with APPLIED MUSIC)
APPLIED MUSIC

MUSIC COURSE

Minimum requirements for the Dana Hall diploma 16 Units

(Note: A unit represents a year's study in any subject,
constituting approximately a quarter of a full year's work.)

A. Required subjects 12 Units

1. ENGLISH 4 Units

2. FOREIGN LANGUAGE 2 Units chosen from:

(Note: At least two units are required in
any one language. See note below under
Electives.)

FRENCH

GERMAN

LATIN

SPANISH

3. MATHEMATICS 1 Unit

4. HISTORY 1 Unit chosen from:

AMERICAN

ANCIENT

MIDIEVAL EUROPEAN

MODERN EUROPEAN

PROBLEMS OF DEMOCRACY

5. APPLIED MUSIC in combination with

THEORETICAL MUSIC 4 Units

APPLIED MUSIC may be chosen from:

ORGAN

PIANO

VIOLIN OR VIOLONCELLO

VOICE

THEORETICAL MUSIC must include:

a. FUNDAMENTALS OF MUSIC AND EAR TRAINING

b. HARMONY I

c. HARMONY II OR MUSIC APPRECIATION

B. Electives 4 Units

(Including any subject not elected from groups A2, A4, and
A5c to fulfill requirements.)

1. ART

2. CLOTHING AND TEXTILES

3. LANGUAGE

A single unit of Latin will be credited
toward the total units required for gradu-
ation; but no credit will be given for a
single unit of a modern language.

4. PSYCHOLOGY

5. MATHEMATICS

INTERMEDIATE ALGEBRA

PLANE GEOMETRY

PRACTICAL MATHEMATICS

SOLID GEOMETRY

and TRIGONOMETRY

6. SCIENCE

BIOLOGY

GENERAL SCIENCE

PHYSICS

DESCRIPTION OF COURSES

ART

Studio courses are open to students of any grade.

The courses in drawing and painting are under the direction and personal supervision of Peppino Mangravite. They are composed of two organic constituents: the practice of technical means that lead to creative expression and the development of breadth and understanding in the field of human culture.

PRIMARY COURSE.—This course emphasizes principles of design in the practice of the graphic arts. The student is led to explore the creative directions and technical processes of both ancient and modern masters. Color, line, textures, shapes, and the constructive use of tools and materials are stressed.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

ADVANCED COURSE.—In this course the student is encouraged to express personal ideas in relation to contemporary needs. Design continues to be emphasized and the techniques of gouache, water color, oil paint, and pen and ink are further practiced and clarified.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

BIBLE

OLD TESTAMENT HISTORY AND LITERATURE. — Emphasis is placed on the famous stories, the great personages, and the fundamentals of the history of the Old Testament. *Required of sophomores.*

One appointment weekly.

MISS FARMER

OLD TESTAMENT REVIEW AND THE TEACHINGS OF JESUS *Required of juniors.*

One appointment weekly.

MRS. PREBLE

STUDY OF PROPHECY AND THE TEACHINGS OF JESUS. *Required of seniors and sub-collegiates.*

One appointment weekly.

MISS THOMPSON

CLOTHING AND TEXTILES

CLOTHING AND TEXTILES. — As an elective in the general course credit of one unit is given.

If elected by college preparatory students no credit can be given. The aim of this course is to give the student a knowledge of fabrics, and how to select them, for use in garments and for household purposes, according to suitability, durability and economy. This includes an analysis of the synthetic fabrics now being sold. An understanding of manufacturing processes is aided by the use of films. Familiarity with the history of fashion in costume emphasizes the source of inspiration for current style trends. The practical work in sewing teaches the intelligent use of commercial patterns, accurate cutting, the fundamental stitches, the use of the machine, simple fitting, and the proper finishing of garments. Emphasis is placed on the appreciation of good design, technique, and choice of suitable materials.

Textbooks: *Textiles*, Woolman and McGowan; *Textiles*, Dooley; *Textile Fabrics*, Wingate; *Consumer Goods*, Reich and Siegler.

Five appointments weekly.

MRS. LAMEYER, MISS CLARKE

ENGLISH

COURSE I.—LITERATURE: 1. A study of prose and poetry designed to develop efficiency in oral and silent reading by increasing accuracy in comprehension, effective organization of content, and application of materials to life situations; a cultivation of worthwhile reading interests and standards for appreciation and evaluation — *Expanding Literary Interests*, Wellons, McTurnan, Smith, Abney. 2. Introduction to Greek, Roman, and Germanic mythology, correlated with the course in ancient history — *Classic Myths*, Gayley; *Odyssey*, Palmer translation; *Lays of Ancient Rome*, Macauley; *Coriolanus* and *Julius Caesar*, Shakespeare. 3. Supplementary reading in English and American classics and approved modern books.

COMPOSITION AND SKILLS: themes, chiefly descriptive and narrative; summaries, outlines, letters, book reviews; oral topics; complete review of grammar and punctuation; spelling — *My English*, Book I, Tanner and Platt; *A Spelling Review*, Lester; *A Brief Review of English Grammar*, Ethel McGee.

Four appointments weekly.

GIVEN ONLY AT TENACRE SCHOOL

COURSE II.—LITERATURE: 1. A modern novel — *Lost Horizon* or *Green Mansions*. 2. An older novel — *A Tale of Two Cities*, *Jane Eyre*, *Wuthering Heights*, *Kenilworth*, or *The Little Minister*. 3. Drama — *The Atlantic Collection*, Leonard, and a Shakespeare play, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, or *The Tempest*; 4. Short stories — *Short Stories in Parallel*, Bauer and Bowden; 5. Poetry — *Poems for Modern Youth*, Gillis and Benet; 6. Supplementary reading.

COMPOSITION AND SKILLS: themes, chiefly narrative and descriptive; writing of summaries; oral topics; vocabulary building; drill in organization, grammar, punctuation, and spelling. *A Dozen a Day*, Wade and Blossom.

Five appointments weekly.

MISS BARRETT, MRS. COX

COURSE III.—College preparatory and general course divisions. LITERATURE: 1. One modern novel — *The Bent Twig*, *The Bridge of San Luis Rey*, *Fortitude*, *Death Comes for the Archbishop*, or *The Robe*; 2. An older novel — *The Mill on the Floss*, *The House of Seven Gables*, *Henry Esmond*, *Vanity Fair*, or *Victory*; 3. Drama — a modern play and a Shakespeare play *Macbeth* or *Henry V.* 4. Essays — *Essays of Yesterday and Today*, Lester. 4. Biography — *Madame Curie*, *Disraeli*, *Queen Victoria*, or *Mozart*. 5. Poetry — selections from *The Winged Horse Anthology*, Auslander and Hill. 6. Supplementary reading.

LANGUAGE TRAINING: 1. Analysis and study of *metaphor* as an essential element in all communication. 2. Practice in multiple *definition*. 3. Study of *context* as determiner of meaning. 4. Preliminary examination of *abstractions*.

COMPOSITION AND SKILLS: themes, chiefly descriptive and expository, including one source theme; *précis* writing; oral topics; vocabulary building; drill in organization, grammar, punctuation, and spelling. *Working with Words and Ideas*, Johnson, Bessey, and Ryan.

Five appointments weekly.

MISS GRIMES, MISS POST, MISS BARRETT, MRS. COX

COURSE IV.—College preparatory divisions, including honors sections. LITERATURE: 1. A pair of novels — *Ethan Frome*, *And Now Good-bye*, *The Scarlet Letter*. 2. An older novel — *The Mayor of Casterbridge*, *The Forsyte Saga*, *The Return of the Native*, *Lord Jim*, *Buddenbrooks*. 3. Drama — A modern play, *There Shall Be No Night*, *Abe Lincoln in Illinois*, or *Our Town*, selections from *Seven Contemporary Plays*, Whitman; or *Representative Plays*, Galsworthy; and a Shakespeare play, *Hamlet*, *Othello*, or *King Lear*. 4. Poetry — *The Winged Horse Anthology*, Auslander and Hill; 5. Essays — *Essays of Today*, Witham; or *Readings in the Modern Essay*, Noyes. 6. Supplementary reading with emphasis on the biography.

LANGUAGE TRAINING: a continuation at a more advanced level of the work started in Course III; also the examination of relatively general and relatively specific words, statements, and paragraphs.

COMPOSITION AND SKILLS: themes, including two source themes; *précis* writing; oral topics; vocabulary building; drill in organization and mechanics. Textbook: *Working with Words and Ideas*, Johnson, Bessey, and Ryan.

Four appointments weekly.

MISS GRIMES, MISS POST

COURSE IV.—General course division. LITERATURE: 1. A pair of modern novels — *Ethan Frome*, *And Now Good-bye*. 2. An older novel — *The Forsyte Saga* or *Far From the Madding Crowd*. 3. Drama — A modern play, *There Shall Be No Night*, and a Shakespeare play, *Romeo and Juliet* or *Hamlet*. 4. Poetry — selections from *The Winged Horse Anthology*, Auslander and Hill. 5. Essays — *Atlantic Monthly*; *Essays of Today*, Witham. 6. Supplementary reading.

COMPOSITION AND SKILLS: themes, including one source theme; *précis* writing; oral topics; vocabulary building; drill in organization and mechanics. *Working with Words and Ideas*, Johnson, Bessey, and Ryan.

Five appointments weekly.

MRS. COX

REMEDIAL READING. Modern college education places a premium upon the ability to read rapidly with maximum comprehension. All Dana Hall students are given diagnostic tests of their reading efficiency. Those who would profit by remedial work in this

most important skill have the opportunity for class drill in reading speed and comprehension.

Two appointments weekly.

FRENCH

French is the language of the classroom for all advanced students, and for beginners as soon as they have acquired sufficient vocabulary.

COURSE I.* — Grammar, pronunciation, conversation, reading, memorizing of poetry and songs.

Textbooks: *A Complete French Course*, Greenberg; *French Verbs*, Castarède.

Five appointments weekly.

MME. ALLEN, MISS SCOTT, Mlle. VIARGUES

COURSE II.* — Grammar, prose composition, pronunciation, conversation, reading, memorizing of poetry and songs.

Textbooks: *Inductive French Grammar, Part I*, Lamb; *French Verbs*, Castarède.

Five appointments weekly.

MME. ALLEN, MISS SCOTT, Mlle. VIARGUES

COURSE III.* — Grammar, prose composition, free composition, conversation, reading, resumé in French of books read, memorizing of poetry and songs.

Textbooks: *Inductive French Grammar, Part II*, Lamb; *French Verbs*, Castarède.

Five appointments weekly.

MISS HUEBENER, Mlle. VIARGUES

COURSE IV.* — A. *Literature of the Nineteenth Century*; the Romanticists. *Manuel de la Littérature Française*, Lanson. Lectures, reports, reading, and essays.

One appointment weekly.

B. Conversation and prose composition.

Two appointments weekly.

C. Reading of modern prose and poetry.

Two appointments weekly.

MISS HUEBENER

*Reading texts for all courses are chosen from standard nineteenth and twentieth century prose writers.

GERMAN

German is the language of the classroom for all advanced students, and for beginners as soon as they have acquired a working vocabulary.

COURSE I. — Grammar, reading, translation. Learning of poetry. Drill in forms. Sight translation.

Beginning German and Continuing German; Bilderfabel; Der Sandläuftfalsch im Stundenglas; Immensee, Storm.

Five appointments weekly. Given if elected by five or more students. MISS BLATTNER

COURSE II. — Review of grammar. Prose composition. Reading of classic and modern authors. *Review Grammar*, Manckiewicz; *Writing and Speaking German*, Pope; *Minna von Barnhelm*, Lessing; *Höher als die Kirche*; *Modern Short Stories*; *Hermann und Dorothea*.
Five appointments weekly. MISS BLATTNER

COURSE III.—Drill in forms. Composition work. Learning of poetry. Conversation. Reading of classic and modern authors: *Modern Short Stories*, *Das Lied von der Glocke*, *Die Journalisten*, *Dichter der Gegenwart*, *Die Jungfrau von Orleans*.
Practice in sight translation.
Five appointments weekly. MISS BLATTNER

HISTORY

ANCIENT HISTORY. A college preparatory course in Oriental, Greek, and Roman History, for sophomores and juniors.
Textbooks: *Ancient World*, West; *Ancient Times*, Breasted. Supplementary reading and general library work, map exercises.
Five appointments weekly. MRS. ROLLINS

MEDIEVAL HISTORY TO 1660. A general course for sophomores on the rise and institutions of the Feudal Period, the beginnings of the national states, the revival of art and learning, and the Protestant Revolt.
Textbooks: *The Middle Period in European History*, Robinson; *The Middle Ages, Renaissance and Reformation Times*, Mills.
Five appointments weekly. MISS PROCTOR

EUROPEAN HISTORY SINCE 1660. College preparatory and general course divisions for juniors, seniors, and sub-collegiates. Special emphasis is given to the study of conditions which led to the world war and to the problems of reconstruction.
Textbook: *Our Own Age*, Beard, Robinson, Smith. Supplementary reading and map exercises.
Five appointments weekly. MISS GOTTFRIED

UNITED STATES HISTORY. College preparatory and general course divisions, for juniors, seniors, and sub-collegiates. Special emphasis is put on national beginnings and development, western expansion, social and economic problems since 1860, and present problems.
Textbooks of college preparatory divisions: *America, Its History and People*, Faulkner and Kepner; *Practical Map Exercises*, Bishop and Robinson. Supplementary reading in the *Chronicles of America*, and other collateral material. General course divisions: *Historic Currents in Changing America*, Carman, Kimmel, and Walker.
Five appointments weekly. MRS. ROLLINS, MISS PROCTOR

PROBLEMS OF DEMOCRACY. College preparatory and general course divisions for seniors and sub-collegiates. The course deals with political, economic, and social problems in the present era of machine production in the United States. It emphasizes the relations of the United States to the rest of the world and the task of preserving democracy against forces threatening it.

Textbooks: *Problems of American Democracy*, Kidger; *American Social Problems*, Patterson, Little, Busch; *Government in Action*, Keohane and McGoldrick. Supplementary reading in magazines and other current material.

Five appointments weekly.

MISS GOTTFRIED

LATIN

COURSE I. — Thorough drill on forms, including all declensions and conjugations, syntax, and vocabulary. Supplementary work in reading, vocabulary, and prose composition.

Five appointments weekly.

MISS RUSSELL

COURSE II. — Caesar and other prose authors, equal in amount to four books of Caesar. Practice in sight-reading and comprehension. Vocabulary and syntax drill. *Latin Composition, Part I*, Baker and Inglis.

Five appointments weekly.

MISS BULSON, MISS RUSSELL

COURSE III. — Cicero and other prose authors, equal in amount to seven orations of Cicero. Sight-reading. Vocabulary and comprehension drill. *Latin Composition, Part II*, Baker and Inglis.

Five appointments weekly.

MISS BULSON

COURSE IV. — Virgil, Aeneid, Books I-VI; Selections from Ovid, Horace, and Catullus. Sight-reading and comprehension passages.

Five appointments weekly.

MISS BULSON

MATHEMATICS

COURSE I. — ALGEBRA THROUGH THE STUDY OF RADICALS AND THE SOLUTION OF QUADRATIC EQUATIONS; also simple problems in numerical trigonometry of the right triangle, not involving interpolation.

Textbook: *Modern School Algebra*, Schorling, Clark, and Smith.

Five appointments weekly.

MISS PARSHLEY

COURSE II.

A. COLLEGE PREPARATORY SECTIONS: ALGEBRA AND PLANE GEOMETRY.

ALGEBRA — Application of the topics of first-year algebra to problems of greater technical complexity and to those which require more skilful reasoning. New topics are functions and variation, and the solution of the quadratic by completing the square and by formula.

Textbook: *Progressive Second Algebra*, Wells and Hart.

GEOMETRY — Development of skill in logical proof, including constructions and exercises based on the theorems of Books I and II.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

B. GENERAL COURSE SECTIONS: The content in geometry is limited to a core of fundamental theorems and their applications. The remainder of the course concerns itself with topics in mathematics essential to intelligent community living, such as family income, budgets and accounts, banking relations, insurance, and the organization of government as it affects taxes.

Textbooks: *Modern School Geometry*, Schorling, Clark and Smith; *New Higher Arithmetic*, Stone Mallory.

Five appointments weekly.

MISS FARMER

COURSE III. — ALGEBRA AND PLANE GEOMETRY COMPLETED as required for college entrance.

ALGEBRA — Further extension of topics previously studied. New topics are theory of quadratics, arithmetic and geometric progressions, logarithms, and binomial theorem.

Textbook: *Second Course in Algebra*, Englehardt and Haerrter.

GEOMETRY — Books III, IV, and V.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS MOORHOUSE, MISS PARSHLEY

COURSE IV. — SOLID GEOMETRY AND TRIGONOMETRY with selected topics of advanced algebra.

Textbooks: *Solid Geometry*, Welchons and Krickenberg; *A Short Course in Trigonometry*, Hardy.

Five appointments weekly.

MISS MOORHOUSE

ALGEBRA II, for college preparatory students who have completed one unit each of algebra and plane geometry.

Application and extension of topics of first year algebra. Functional relationships further developed by means of the formula, graph, and problem analysis. New topics are theory of quadratics, progressions, logarithms, binomial theorem, and numerical trigonometry.

Textbook: *Progressive Second Algebra*, Wells and Hart.

Five appointments weekly.

MISS FARMER

PLANE GEOMETRY, for college preparatory and general course students.

Development of skill in logical proof, including constructions and exercises based on the theorems of Books I through V.

Textbook: *Plane Geometry*, Morgan, Foberg, Breckenridge (Revised).

Five appointments weekly.

MISS FARMER, MISS PARSHLEY, MRS. POWELL

MUSIC

THE COURSES IN MUSIC are designed to give a genuine appreciation of musical literature, based upon sound principles of technique. Critical insight is developed through ear-training and analysis. Practice classes under the guidance of a teacher are frequently held.

Choral singing under the direction of Stanley Chapple is offered to all students. Mr. Chapple also gives to the entire school monthly talks on the enjoyment of music.

Details of credits granted for the study of music will be found in the analysis of courses on pages 18, 19 and 20.

PIANO. — The piano department, with a staff of experienced teachers, is under the direction of Miss Laura Henry, a former pupil of Mme. Helen Hopekirk, whose studio in Brookline has long been a distinguished center of musical instruction.

VIOLIN. — Instruction in violin is offered by Mr. Norbert Lauga, a member of the Boston Symphony Orchestra.

VOICE. — Mrs. Sibyl Webb Dougherty, the head of the voice department, is a former pupil of Miss Priscilla White of Boston. She has also studied in New York and for considerable periods of time in both France and Italy. In her work she makes a careful study of the needs of each pupil, to enable her to overcome individual weaknesses and to secure freedom and purity of tone. Literature embraces songs from Italian, German, French, Spanish, and English schools.

MUSIC APPRECIATION for college preparatory students. Examples from musical literature, representative of the so-called schools of music — Polyphonic, Classical, Romantic and Modern — are studied. Salient points, such as form or design, texture, idiom and emotional content are stressed, in the endeavor to enable the student to appreciate and listen to music more intelligently. Attention is directed not only to the progress of instrumental music, but also to the development of the opera. Frequent tests in ear-training include recognition of cadences, duple and triple meter and rhythmic patterns.

Five appointments weekly.

MISS GLASER

FUNDAMENTALS OF MUSIC. — This course emphasizes the development of musicianship in the general student as well as in the student of voice, violin, or piano. A thorough grounding is offered in the elements of music, including pitch, interval, meter, rhythm, key signatures, and scales. Practice is given in sight-singing and dictation, both rhythmic and melodic, and in writing original melodies and counter-melodies. Preparation for the study of harmony is afforded through the study of chord construction, tendencies, and progressions. Written work is combined with analysis and keyboard

work. Emphasis is placed on elements of design and factors of expression illustrated with musical examples.

Five appointments weekly.

MISS GLASER

HARMONY I and II. — Offered if elected by five or more students.

CREATIVE ANALYSIS. — Open to any student whose musical background and understanding have given her the basic requirements. The works analyzed are those used by the students in their pianoforte study.

One appointment bi-weekly (not for credit).

MR. CHAPPLE

SCIENCE

BIOLOGY. — College preparatory divisions. This course forms an introduction to the principles which govern plant, animal, and human life. The structures involved in digestion, respiration, excretion, circulation, the nervous system, and reproduction are traced from their simplest expressions to their most complex, through representative plants and animals. Such general topics as heredity and evolution are studied. Applications of biology to human welfare are considered.

Laboratory study forms the basis for the course. The course meets the College Entrance Board requirements in biology.

Textbook: *Biology and Human Affairs*, Ritchie.

Recitations, five periods weekly. Laboratory, two periods weekly.

MISS SHEPARD

BIOLOGY. — General course division. This course presents the fundamentals of biology in such a way as to give students the background necessary for an intelligent interest in the biological aspects of modern life.

Textbook: *Life Science*, Hunter.

Five appointments weekly.

MISS SHEPARD, MRS. SCOTT

PHYSICS. — A study of the five major topics in the field of physics — mechanics, heat, electricity and magnetism, sound, and light — with illustrative classroom demonstrations, and individual laboratory experiments. This course meets the College Entrance Board requirements in physics.

Textbooks: *New Elementary Physics*, Milliken, Gale, Coyle; *Workbook in Physics*, Powers and Brown; *Laboratory Exercises in Physics*, Fuller, Brownlee, and Baker.

Recitations, five periods weekly. Laboratory, two periods weekly.

MRS. SCOTT

GENERAL SCIENCE. — AN INTRODUCTION TO THE PHYSICAL SCIENCES. Designed to give general course juniors and seniors a correlated survey of the principles of the sciences — physics, astronomy, geology, and biology — and to point out in a descriptive and non-mathematical way the applications of these principles to everyday life.

Classroom demonstrations, individual observations, and use of motion pictures accompany the study of scientific theories and facts.

Textbooks: *Science in Our Lives*, Gruenberg-Unsicker; *Our Wonderful Universe*, Chant; *Earth Science*, Fletcher; *The Science News Letter*, a weekly magazine.

Recitations, demonstrations, and laboratory work, five periods weekly. Not given in 1944-1945. Mrs. SCOTT

INTRODUCTION TO PSYCHOLOGY.—For general course and college preparatory seniors. The course covers both the physiological and psychological aspects of growth and includes the discussion of the family and its functions; marriage; child care, education, and recreation; and psychology in everyday life. Students have the opportunity for observing and assisting with young children at Tenacre School.

Four class appointments weekly.

Mrs. BOEHM

SPANISH

Spanish is the language of the classroom for all advanced students and for beginners as soon as they have acquired a working vocabulary.

COURSE I.—Foundation in the elements of grammar and the building of a carefully selected vocabulary by means of written composition, by practice in conversation based upon the activities of the students and upon Spanish and Spanish American geography and history, and by the reading of simple prose. Self-expression is emphasized in both written and oral form.

Texts: *El mundo español*, Casis, Switzer, and Harrison, Vol. I, D.C. Heath.

A la conquista de la lengua española, Switzer and Lee, Book I, D. C. Heath.

Five appointments weekly.

Miss GOOD

COURSE II. — A. COLLEGE PREPARATORY DIVISIONS: Review and more extended treatment of grammar, continuation of oral work in composition and conversation; intensive and extensive reading of novels, short stories, and articles in Spanish periodicals with written résumés in Spanish.

Texts: *Essentials of Spanish Grammar*, House and Mapes, Ginn and Company. Supplementary readers.

Five appointments weekly.

MR. BAKER

B. GENERAL COURSE DIVISIONS: Emphasis on the less formal aspects of the language; conversation, simple written composition, and reading of Spanish stories; review of first-year grammar before the introduction of more advanced topics.

Five appointments weekly.

MISS GOOD, Mrs. GEISEL

COURSE III. — A. COLLEGE PREPARATORY DIVISIONS: A thorough treatment of the more intricate points of grammar; reading of novels, essays, and plays by nineteenth and twentieth century Spanish authors, with résumés in Spanish; oral composition; and discussion based upon current interests; lectures in Spanish.

Five appointments weekly.

MR. BAKER

B. GENERAL COURSE DIVISION: Continuation of methods and activities emphasized in Course II, with more time devoted to reading, and with greater emphasis on self-expression, written and oral.

Five appointments weekly.

MISS GOOD

COURSE IV. — COLLEGE PREPARATORY DIVISION ONLY: LITERATURE; reading of Spanish and Spanish American masterpieces, with an introduction to literary development. HISTORY; introduction to the history of Spain or Spanish America with emphasis on modern problems. (Whether Spain or Spanish America is selected for study will depend upon the interests of the class.) Lectures in Spanish on history, geography, art and literature; outside reading with reports; class discussions in Spanish; rapid review of grammar.

Five appointments weekly.

MR. BAKER

PHYSICAL EDUCATION

The aims of the department are: the stimulation of proper physical growth; the development of efficient motor skills and habits; the consequent achievement of beauty in body proportion; the shaping of attractive character and personality traits; and the gradual attainment of proficiency in a repertoire of sports and physical activity suited both to leisure time enjoyment and to the needs of good health.

Every girl who enters the school is required to present a detailed health record which includes the results of a careful physical examination. The department also requires an orthopedic examination for the posture training that is carried on throughout the year. The type of exercise in which each girl is allowed to participate is determined by the information gained from these examinations and records. No girl is excused from the work of the department.

All work is done under the immediate supervision of trained instructors in order to teach correct methods and form, and to prevent over-exertion on the part of the students.

Students are required to participate in athletics four days a week with a choice of one sport taken four times or two sports each taken twice. The department offers (1) in the autumn — archery, field hockey, riding, and tennis; (2) in the winter — badminton, basketball, volley ball, gymnastic activities, modern dancing, and such outdoor sports as coasting, skating, and skiing; and (3) in the spring — archery, baseball, golf, lacrosse, riding, and tennis.

The school maintains a stable of exceptionally fine horses among which there are a number of successful show horses and hunters. A limited number of students are eligible for membership in the Riding Club. The club dues are \$150 for the school year. This entitles the member to ride at least twice a week, and to join breakfast, supper, and other special rides. The riding is under the supervision of an instructor at all times and is divided into ring and road work.

There are school and class teams in many of the sports. The school teams compete each term against Pine Manor teams and against two or three outside schools, while the class teams compete throughout the year in all activities for the interclass championship.

During the year there is a recital by the dance group, and in the winter an indoor demonstration of the winter activities is held. At the close of the spring term there is a riding meet, in which all three schools compete in horsemanship, jumping, games, and team drills.

A schedule of less strenuous activities including walks of from one to six miles is arranged for girls who cannot participate in the more active sports.

STUDENT GEOGRAPHICAL DISTRIBUTION 1944-1945

| | | | |
|----------------------|-----|-----------------------|----|
| Arkansas | 2 | New Jersey . . . | 12 |
| California. . . . | 4 | New York | 36 |
| Connecticut . . . | 25 | Ohio | 3 |
| District of Columbia | 2 | Oregon | 1 |
| Florida | 2 | Pennsylvania . . . | 17 |
| Illinois | 7 | Rhode Island . . . | 3 |
| Indiana | 1 | Tennessee | 1 |
| Iowa | 1 | Vermont | 5 |
| Kentucky | 1 | Virginia | 1 |
| Maine | 4 | West Virginia . . . | 2 |
| Massachusetts . . . | 103 | British West Indies . | 1 |
| Resident | 43 | China | 1 |
| Non-resident . . . | 60 | England | 1 |
| Michigan | 8 | Mexico | 1 |
| Minnesota | 5 | Peru | 1 |
| Missouri | 1 | Puerto Rico | 1 |
| New Hampshire . . . | 4 | | |

General Information

Attendance. Parents are requested not to ask for any extension of time during the Christmas and Spring vacations. Except for reasons of health, no such extensions will be granted. Excuses for tardy returns must be signed by a physician.

Parents and friends are asked to confine their visits to the school week-end. No absences from school are permitted during school hours.

Permissions. Parents are asked to send to the school a list of relatives and friends whom their daughters may visit, and whom they may receive as callers within the limits of the school regulations.

Health. The Dana Hall Schools maintain a resident staff of seven registered nurses, dispensaries in each school to minister to minor ailments, and a separate, well equipped infirmary for illness. Moreover, all the medical resources of a large city are close at hand, and the school physician consults Boston specialists whenever necessary.

Regular physical exercise is required of all pupils. A physical examination is given each pupil as she enters the school, and her sports and gymnasium work are chosen in accordance with her needs. Detailed description of this work will be found on page 31 of this catalogue. In cases needing individual attention the Director of the Department of Physical Education works with the consulting Boston specialists.

Dress. A school uniform is worn by all members of Dana Hall except those who are enrolled in the Sub-Collegiate Group. This outfit is ordered from the school on blanks provided for that purpose after formal registration is completed. For dinner at night, and for other occasions not requiring the school uniform, simple and inexpensive dresses should be provided. Valuable jewelry should not be brought to school. A full statement of the dress regulations will be sent to all parents.

Telephone. Students are not permitted to go to the telephone during school or study hours.

Expenses

*Checks should be made payable to Dana Hall School,
and sent to the Treasurer, Mr. George R. Guernsey.*

REQUIRED EXPENSES

| | |
|---|------|
| Registration fee — to accompany all applications | \$10 |
| (To cover expenses of classification tests and registration; not applicable to tuition nor to be refunded in case of withdrawal) | |
| Board and tuition | 1400 |
| (\$700 due at entrance, September 15, 1945, and \$700 on 1st of January) | |
| Tuition for Non-Resident Students | 500 |
| (\$250 due at entrance and \$250 on 1st of January) | |
| Bardwell Auditorium Entertainment Course | 10 |
| School and Gymnasium uniforms | 86 |
| (Price subject to change) | |
| Personal deposit, per term | 50 |
| (Unexpended balance is refunded at end of year. See note on page 35.) | |
| Personal allowance, per month | 10 |
| Laundry at usual laundry rates. | |

OPTIONAL EXPENSES

| | |
|--|-------|
| Piano lessons, two per week, including use of piano | \$250 |
| Piano lessons, two per week, without use of piano | 200 |
| Voice lessons, two per week with use of piano | 250 |
| Violin lessons, two per week | 200 |
| Riding | 150 |
| Vacation board, per week | 28 |
| Infirmary charge for students requiring only the services of a regular floor-nurse, per day | 4 |

Note: Cases requiring extra nursing care will be charged according to individual needs. Since private nurses will not always be available during the present emergency, it will be necessary to transfer contagious cases to a nearby contagious hospital, unless patient can be sent home in a private car upon approval of school physician.

A residence of at least two years is desirable. It is understood that both resident and non-resident students are entered for the entire year. If it becomes necessary for a student to withdraw before the end of the year because of accident or permanent ill health, the school will remit one half of the amount due for the remainder of the year. If a student withdraws for any reason other than ill health, or if it becomes necessary for the school to request withdrawal because of behavior detrimental to the best interests of the school, the full amount of the board and tuition for the entire school year is to be paid.

PERSONAL SPENDING MONEY

The personal deposit of fifty dollars per term is used only for expenses authorized by the school, such as the theatre, concerts, dues for school organizations, etc. Any unexpended balance is returned at the end of the year and an itemized statement of this account will be sent home at the end of each term.

Parents are requested to send the ten-dollar monthly allowance to the school. Each student is expected to keep careful account of her own expenditures in check books provided by the school bank.

It is a policy of the school that no expenses of any sort be incurred without the knowledge and authorization of parents. No charges other than those listed are permitted except on the written request of the parents. Of the charges listed, music lessons and riding are arranged only on a written authorization from the parents. An effort is made to keep incidental costs at the lowest possible amount.

TUTORING

Students who have missed consecutive academic class appointments for one week or more, or who have elected continuation subjects for which their past preparation has been incomplete, may be advised to tutor for a limited period. The written consent of their parents is required. This individual instruction is conducted by professional tutors approved by the school, at the rate of \$2 an hour.

SCHOLARSHIPS AT DANA HALL

Twelve Regional Merit Scholarships of \$500 each are awarded to girls of outstanding character and scholarship by local alumnae committees in sections throughout the United States. The regions from which candidates are to be selected are the New England States; the Middle Atlantic States; the Central States; the Southern States; the Far Western States. Information regarding the scholarships in or near any of the following cities may be had from the local committee chairman already appointed.

Mrs. JOHN D. WEST
74 Wedgemere Avenue
Winchester, Massachusetts

Mrs. RUSSELL S. DWIGHT
1339 Suncrest Drive
Cincinnati, Ohio

Mrs. E. WARREN HART
3540 Humboldt Avenue South
Minneapolis, Minnesota

Mrs. CUTHBERT POWELL
2261 Albion Street
Denver, Colorado

Mrs. RICHARD HARTSHORNE
168 Park Street,
EAST ORANGE, N. J.

Mrs. CHARLES ARTHUR WEAVER
5714 Sheridan Road
Chicago, Illinois

Miss REBECCA PATTON
318 Elizabeth Road
San Antonio, Texas

Mrs. KENNETH COLBORN
1527 California Street
Pasadena 5, California

Candidates from cities other than those mentioned above may communicate directly with the Registrar at Dana Hall.

There are also available a few scholarships of smaller amounts for which application must be made to the principal of the school.

Program of Events

1944-1945

Old Girls' Party to New Girls

Vespers: Reverend Theodore Ferris, Trinity Church, Boston

New Girls' Party to Old Girls

Vespers: Christian Service League

Senior-Sophomore Dinner

Vespers: Dr. Vivian Pomeroy of Milton, Massachusetts

*Song Recital: Todd Duncan, Baritone

House Competition

Series of Informal Talks on Music Appreciation by Stanley Chapple

Lecture on Russia by Edmund Stevens of the *Christian Science Monitor*

Athletic Association Hallowe'en Party

Series of Current Events Lectures by Miss Augusta Gottfried

Vespers: Dr. Julius Bixler of Colby College

Series of Informal Talks by Reverend Theodore Ferris of Trinity Church, Boston

Day Students' Party for Boarding Students

Series of Informal Talks on Art Appreciation by Peppino Mangravite

*Lecture by Ira Wolfert, Foreign Correspondent

Informal Dance

Christmas Vespers: Dr. Frederick Eliot

Vespers: Dr. Herbert Gezork of Wellesley College

Senior Party

*Piano Recital: Ethel Bartlett and Rae Robertson

Physical Education Department Exhibition

Vespers: Dr. Ralph Sockman

*Concert: *Footlight Favorites*

Ski Week-end

Vespers: Dr. James T. Cleland, Union Theological Seminary

Senior Spread

*Violoncello Recital: Gregor Piatigorsky
Spring Dramatic Production

Andover-Dana Hall Joint Glee Club Concert at Dana Hall

Boston Symphony "Pops" Night; Exeter-Dana Hall Glee Clubs

Senior Prom

Tree Night

Horse Show

Gilbert and Sullivan Operetta: *Pinafore*

Commencement

*Bardwell Concert Course

Tenacre

THE JUNIOR SCHOOL

AT Tenacre, a beautiful estate about ten minutes' walk from Dana Hall, is located the Junior School. Here an ideal home life is maintained for sixty young girls from eight to fifteen years of age. The work of this school covers the subjects taught in the fifth, sixth, seventh, and eighth grades and the freshman class of high school. A thorough foundation is laid in the following subjects: reading, writing, spelling, English grammar and composition, arithmetic, geography, French, Latin, algebra, ancient history, and science. Art, music, dramatics, and dancing are also taught.

THE PRIMARY SCHOOL

The Primary School of Tenacre, for non-resident pupils, offers pre-primary and primary work through the first four grades. It accepts children as young as three and a half years old. Boys may be entered in any grade of the Primary School. Here the pupils are taught reading, story telling — oral and written — spelling, arithmetic, geography and history, stories, French, handicraft, music, expression, supervised games, dancing. Boys' woodwork is in charge of a manual training teacher, and their afternoon play is supervised by trained assistants. This group is separated from the upper school of Tenacre and is suitably established in large and delightful surroundings of its own.

Tenacre publishes a separate catalogue.

Pine Manor Junior College

PINE MANOR JUNIOR COLLEGE, accredited by the New England Association of Colleges and Secondary Schools and a member of the American Association of Junior Colleges, offers to preparatory school and high school graduates the opportunity of individualized college education, both intellectual and social. Its curriculum is divided into three main working plans of study — the Academic Course, the Homemaking Course, and the Music Course. Each student's course is worked out in accordance with her special interests and objectives, either as a well-rounded cultural junior college unit or as a two-year preparation for transfer with advanced standing to the senior institution of her choice. Departments of music, art, and dramatic expression enrich the curriculum. The French Center and the Music Center offer special advantages to students in residence in these centers.

The student body is limited to two hundred sixty young women, who are organized into twenty-four small house groups and into six large dining room or social centers. This residential plan, as well as the influential body of faculty in residence and the strong student organizations, contributes definitely to the quality of life and accomplishment for which the college stands. The social privileges of the students are carefully planned by the Administration and the College Government Association to meet the needs of students in their first two years of college life. The Pine Manor campus is adjacent to that of Dana Hall, but the student life of the two groups is entirely separate.

Pine Manor publishes its own catalogue. Grove House, at 90 Grove Street, is the official residence of the college, where guests are always welcomed.



